

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: right; font-size: small;"> Received Texas Education Agency 2014 Jan 23 PM 12:28 Document Control Center </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name San Benito CISD	Vendor ID # 483879021156	Mailing address line 1 240 N. Crockett
Mailing address line 2 San Benito	City San Benito	State TX
County- District # 031-912	Campus number and name ESC Region # 1	US Congressional District # 27
		ZIP Code 78586-
		DUNS # 831317463

Primary Contact

First name Ismael	M.I. Cantu	Last name Cantu	Title Interim Superintendent
Telephone # 956-361-6110	Email address icantu@sbcisd.net		FAX # 956-361-6202

Secondary Contact

First name Celeste	M.I. Sanchez	Last name Sanchez	Title Assistant Superintendent
Telephone # 956-361-6129	Email address csanchez@sbcisd.net		FAX # 956-361-6202

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Ismael	M.I. Cantu	Last name Cantu	Title Interim Superintendent
Telephone # 956-361-6110	Email address icantu@sbcisd.net		FAX # 956-361-6202
Signature (blue ink preferred)			Date signed



Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
Part 2: Acceptance and Compliance		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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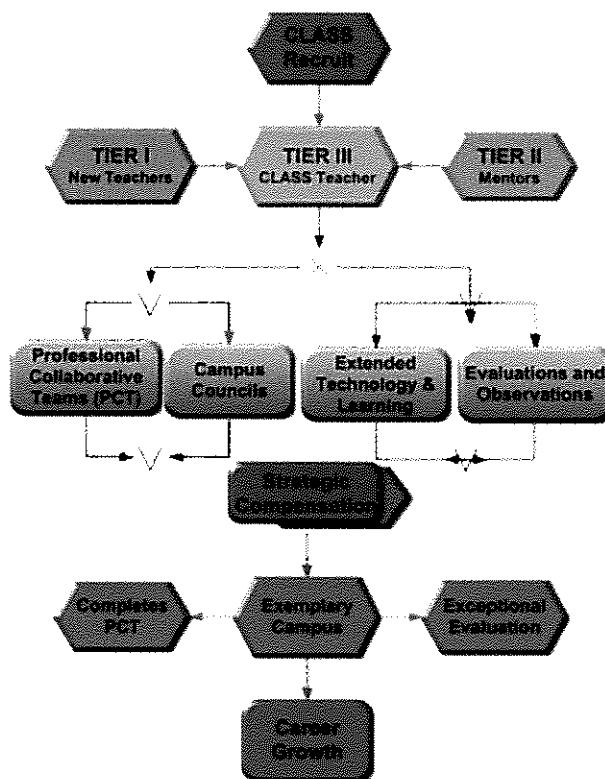
Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Project **CLASS** (Classroom Leadership for School Success) will align with the purposes of the educator excellence innovation program to systematically transform educator quality and effectiveness through improved and innovative school district-level teacher development. The San Benito Consolidated Independent School District (SBCISD) is a district-wide Title I District with 100% Free and Reduced Lunch rates serving an 83% economically disadvantaged predominately Hispanic (98%) population. CLASS is designed but not limited to recruitment, preparation, hiring, induction, evaluation, professional development, strategic compensation, career pathways, and retention, to systematically transform district administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness to improve student learning and student academic performance. CLASS will provide the following required four services (see Appendix for further details) through a new **CLASS Teacher Academy** that allows growth pathways for all teachers including new novice teachers to seasoned teachers looking for more challenges and refinements in their teaching career.



Induction and Mentoring – CLASS will develop the new Teacher's Academy to succeed with the student population, including comprehensive training year round and online, mentorship with an Expert Teacher and professional collaboration opportunities in small Teacher Professional Meetings during their respective conference periods for all 18 schools. The purpose of the Teacher Academy is to develop pathways for career growth in order for new teachers to quickly induct and transform teachers from **Novice, Apprentice, Professional, Expert, and Distinguished** to finally **Emeritus** (Wolfe, 1997) during their career as a Master Teacher with SBCISD. CLASS will create strategic career pathways, such as master teachers, instructional coaches, lead teachers, or mentor teachers, that provide opportunities for teachers to take on additional responsibilities while maintaining a reduced teaching schedule or receiving additional compensation for additional responsibilities. CLASS induction and mentoring will require beginning teachers to attend a full day Human Resources training for new teachers and a 1 day District training on curriculum. In addition, there will be a mini school orientation conducted by the principal for beginning teachers. The district will pair up a tenured teacher (mentor) with a newly hired (beginning) teacher to help with the novice teacher's needs and concerns. The selection of the mentor will be left up to the principals and project coordinator under a specific set of eligibility criteria. The Principals ordinarily have a great insight as to the strengths, weaknesses as well as to the personality type of the tenured staff. This information is helpful in making the match of the mentor to the beginning teacher a bit easier. There are currently no standards on recording or documenting contacts with the beginning teacher or standard tools for determining outcomes. CLASS's strong induction and mentoring program will improve teacher retention and student performance by helping teachers understand the different teaching career levels offered and to encourage refining their teaching and leadership skills with careful assistance and guidance. CLASS will recruit and select new teachers from the ranks of high achieving recent college graduates at targeted universities, high performing educator preparation programs approved by TEA, or with a proven record of success in improving student performance from the Teacher Academy Teacher Assistant Program, and adopting early hiring practices, such as providing notification incentives to teachers resigning or retiring at the end of the school year. Expert mentors will be required to attend two mentor trainings, one conducted by Region One ESC, and one by the District under Dr. Gray from Mentoring Solutions. SBCISD will be aggressive in

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finding and recruiting teachers specifically in core subject areas typically hard to fill due to talent and competitiveness from other school districts across the state. This will ensure proper academic performance measures based on the STAAR exam in critical subject areas like science and math. **Goals:** Class will help fill all necessary teaching positions in key subject areas with a certified teacher in their respective field at all schools and will setup a strong mentoring system by the end of the grant period.

Evaluation – The program will provide all teachers (735) with annual summative evaluations based on multiple measures such as multiple observations, student growth, teacher self-assessment and student feedback. CLASS will train Distinguished Teachers for the purposes of increasing the frequency and quality of classroom observations while implementing a new evaluation system that quickly summarizes Blooms Taxonomy of Skills and analysis the teaching skills for Higher Level Thinking, Syntheses and Evaluation to include stipends for additional appraisers. These tools include but are not limited to, classroom observations, walk-throughs, working on lesson plans, visiting other classrooms, as a group, to observe teachers with an excellent mastery of a course or subject, and conferences. The Distinguished Evaluation teacher will be a proven mentor who is responsible for numerous responsibilities that need to be documented in order to show they are being completed. The mentor will also meet weekly with the assigned beginning teacher to discuss a wide variety of questions and concerns. The district will use and review rosters to ascertain attendance at the required trainings and will use other forms of documentation to ensure grant program requirements are being adhered to. The district will require semester reports to Principal and the District administrator in charge of the grant. **Goals:** Project CLASS will increase teacher observations and evaluations by 50% through selected distinguished mentors who completed training in teacher evaluations and who will develop the process and systems for compressive teachers' self-assessment and student feedback.

Professional Development and Collaboration – The project will align professional development opportunities within the school week to multiple measures of performance. CLASS Professional Development will have the greatest impact on student achievement as it is both ongoing and thorough not short-term workshops and conferences that do not provide clear connections to the classroom. The traditional workshops also do not last long enough to influence teacher practice and instruction in a sustained way with many teachers reporting that the workshop-style professional development they received did not influence their teaching in any lasting, substantial way (Orphonos, 2009). Class will utilize a Continuous Professional Development (CPD) model built upon the premise of ongoing instruction that will influence classroom practice. CPD is distinguished from the traditional one-shot workshop approach, in which selected teachers participate in a series of discrete and often disparate events—seminars, workshops, and conferences—that may or may not be connected. Comprehensive and synced training occurs online, in staff meetings and through readings whereby all educators are on the same page every year targeting the major deficiencies in Teaching and Learning through Scientifically Based Researched (SBR) approaches. The district will provide professional development to teachers that is scientifically based and includes the use of reflective practice. Through CLASS, teachers will learn from training and processing experiences through the Professional Collaborative Teams (PCT) for continuous learning and improvement. **Goals:** CLASS will allow SBCISD to systematically structure PD in ongoing Tier Levels (3) for personalized career growth and high teacher quality while adding online, instructional coaches and specialized consultants to create PD Teams in order to solve specific campus problems with one campus earning a **National Blue Ribbon Award** by the grant cycle.

Strategic Compensation and Retention – CLASS will support innovative compensation to recruit and retain effective teachers or highly successful former teachers and deploy them meaningfully to support campus collaboration and pedagogical improvement. CLASS will develop three distinctive tiers (I-III) for teachers who may apply yearly for the proper selection for CLASS. **Goals:** The program will retain Effective Teachers at each campus and reduce early fatigue and turnover by 25% at each campus and will create 100% new mentors and collaborative teams in areas such as Parent and Community Engagement, College and Career Readiness, funding support through foundations, and One-on-one Technology solutions and specific antipoverty PD for teachers by the end of the grant cycle. **TIER I** – New Novice or Apprentice Teachers preferably under 5 years of teaching experience will be required to meet state testing standards, classroom management skills, parent engagement, team participants and a designated amount of PD requirements for both online and conferences. Teachers must apply as a mentee. **TIER II** – Expert Teachers with over 5 years of teaching experience who have met satisfactory performance from their supervisor in the classroom but require more intense leadership and mentoring skills to help the campus not just their respective classroom meet accountability standards. Teachers are trained with Dept leadership, disaggregation and use of Data, Leading a Professional Collaborative Team and mentor training to train one new teacher per year. **TIER III** – Distinguished Teachers with over 5 years of teaching experience who have already led a collaborative team, been a mentor and who are seeking higher level leadership in their respective campus and district. Teachers will execute mentor training, enhance pedagogical campus improvements, write grants for school and will perform multiple observations of teachers while assembling councils such as colleges, parents, businesses and communities.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 031-912					Amendment # (for amendments only):				
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)		Total Budgeted Costs	Total Budgeted Costs	Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs			
Schedule #7	Payroll Costs (6100)	6100	\$ 803,323	\$ 7,500	\$ 810,823	\$ 803,323	\$ 7,500	\$ 810,823	
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 178,571		\$ 178,571	\$ 178,571		\$ 178,571	
Schedule #9	Supplies and Materials (6300)	6300	\$ 4,216		\$ 4,216	\$ 4,216		\$ 4,216	
Schedule #10	Other Operating Costs (6400)	6400	\$ 6,390		\$ 6,390	\$ 6,390		\$ 6,390	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$ 0		\$ 0	\$ 0		\$ 0	
Total direct costs:			\$ 992,500	\$ 7,500	\$ 1,000,000	\$ 992,500	\$ 7,500	\$ 1,000,000	
Percentage% indirect costs (see note):			N/A	0	0	N/A		N/A	
Grand total of budgeted costs (add all entries in each column):			\$ 992,500	\$ 7,500	\$ 1,000,000	\$ 992,500	\$ 7,500	\$ 1,000,000	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1		Year 2				
			\$ 100,000,000		\$ 100,000,000				
Percentage limit on administrative costs established for the program (10%):			x .10		x .10				
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:			\$100,000		\$100,000				

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 031-912				Amendment # (for amendments only):					
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2			
Academic/Instructional									
1	Teachers								
2	Educational aide								
3	Tutor								
Program Management and Administration									
4	Project director								
5	Project coordinator (Reports, Implementation and Accountability)			1	\$7,500	\$7,500			
6	Teacher facilitator								
7	Teacher supervisor								
8	Secretary/administrative assistant								
9	Data entry clerk								
10	Grant accountant/bookkeeper								
11	Evaluator/evaluation specialist								
Auxiliary									
12	Counselor								
13	Social worker								
14	Community liaison/parent coordinator								
Other Employee Positions									
15	Instructional Coach (PD and Targeting STEMS needs)			2	\$104,000	\$104,000			
16									
17									
18	Subtotal employee costs:				\$111,500	\$111,500			
Substitute, Extra-Duty Pay, Benefits Costs									
19	6112	Substitute pay							
20	6119	Professional staff extra-duty pay					\$ 619,475	\$ 619,475	
		Extra Duty	#	Fall	Spring	Sum (bonus)			Totals
		Step 1-Recruit (TA/Grads)-Bonus/PT	14	500	500	250			\$ 1,250
		Step 2-New Teacher-Mentees/Team	50	750	750	375			\$ 1,875
		Step 3-Professional - Choose PT	38	1000	1000	500			\$ 2,500
		Step 4-High Performing-Mentors/Lead PT	50	1250	1250	625			\$ 3,125
		Step 5-Masters-Evaluate	19	1500	1500	750			\$ 3,750
		Step 6-Professor-Councils/funds	19	1750	1750	875			\$ 4,375
		Principals/Assistants	38						\$2,700

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21	6121	Support staff extra-duty pay		
22	6140	Employee benefits	\$ 72,348	\$ 72,348
23	61XX	Tuition remission (IHEs only)		
24	Subtotal substitute, extra-duty, benefits costs		\$ 699,323	\$ 699,323
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$ 810,823	\$ 810,823

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Sub-grants Less Than \$10,000

#	Description of Service and Purpose	Check If Sub-grant	Year 1	Year 2
1	SBCISD Mentor Training (Dr. Gray/ESC)	<input type="checkbox"/>	\$ 5,142	\$ 5,142
2	SBCISD Teacher Evaluation and Observations Training with New PDAS Tools	<input type="checkbox"/>	\$ 4,323	\$ 4,323
3				
4		<input type="checkbox"/>		
5		<input type="checkbox"/>		
6		<input type="checkbox"/>		
7		<input type="checkbox"/>		
8		<input type="checkbox"/>		
9		<input type="checkbox"/>		
10		<input type="checkbox"/>		

b. Subtotal of professional services, contracted services, or sub-grants less than \$10,000:

\$10,284

\$10,284

Professional Services, Contracted Services, or Sub-grants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Professional Development		<input type="checkbox"/> Yes, this is a sub-grant	
Describe topic/purpose/service: Training (See Appendix B for SBCISD Fall/Spring and Summer Listing)			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions: 5-10	\$ 15,195	\$ 15,195
	Contractor's sub-grants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for sub-grants only)		
Total budget:		\$ 15,195	\$ 15,195

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-district number or vendor ID: 031-912

Amendment number (for amendments only):

Professional Services, Contracted Services, or Sub-grants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Professional Development Teams		<input type="checkbox"/> Yes, this is a sub-grant	
	Describe topic/purpose/service: College and Career Training			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$ 33,814	\$ 33,814
	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials: Services include:			
	1. SBCISD Weekly PT Support by Consultants		\$ 2,500	\$ 2,500
	2. SBCISD Community Presentations			
	3. Full Campus Online Data			
	4. Teacher Leadership Development			
5. PCT Instructional Manuals for all schools				
Contractor's other operating costs		\$ 1,500	\$ 1,500	
Contractor's capital outlay (allowable for sub-grants only)				
		Total budget:	\$ 37,814	\$ 37,814
3	Specify topic/purpose/service: Professional Development Teams		<input type="checkbox"/> Yes, this is a sub-grant	
	Describe topic/purpose/service: Technology Training			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 2	\$ 31,000	\$ 31,000
	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials: Services include:			
	1. Full campus training for all teachers at all 19 campuses		\$ 45,093	\$ 45,093
	2. Cloud Purchase for all 19 schools			
	3. Building Cloud resources for each campus			
	4. Pilot projects resources for 4 Professional Development Teams			
Contractor's other operating costs				
Contractor's capital outlay (allowable for sub-grants only)				
		Total budget:	\$ 76,093	\$ 76,093
4	Specify topic/purpose/service: Professional Development		<input type="checkbox"/> Yes, this is a sub-grant	
	Describe topic/purpose/service: Master Teacher Training			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 5 PD Consultants	\$ 34,100	\$ 34,100
	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials-Books etc. Services include: * SBCISD will split fund existing PD funding with grant to maximize funds so another \$40,000 will be added as in kind.			
	1. Master Teacher PD		\$5,904	\$ 5,904
	2. Para Educator PD			
	3. Support Staff			
	4. Admin Ref Library			
5. Full Campus Book Studies				
6. On Site Workshops				
7. Online PD				
Contractor's other operating costs (Reference Libraries)		\$ 23,382	\$ 23,382	
Contractor's capital outlay (allowable for sub-grants only)				

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	Total budget:	\$ 40,004	\$ 40,004
	Specify topic/purpose/service:	<input type="checkbox"/> Yes, this is a sub-grant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	Year 1	Year 2
	Contractor's payroll costs		
5	Contractor's sub-grants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for sub-grants only)		
	Total budget:		

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-district number or vendor ID: 031-912		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Sub-grants Greater Than or Equal to \$10,000 (cont.)				
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a sub-grant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's sub-grants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for sub-grants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a sub-grant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's sub-grants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for sub-grants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a sub-grant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's sub-grants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for sub-grants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and sub-grants greater than or equal to \$10,000:		\$ 168,287	\$ 168,287	
a. Subtotal of professional services, contracted services, and sub-grant costs requiring specific approval:				
b. Subtotal of professional services, contracted services, or sub-grants less than \$10,000:		\$10,284	\$10,284	
c. Subtotal of professional services, contracted services, and sub-grants greater than or equal to \$10,000:		\$ 168,287	\$ 168,287	
d. Remaining 6200—Professional services, contracted services, or sub-grants that do not require specific approval:				
(Sum of lines a, b, c, and d) Grand total		\$ 178,571	\$ 178,571	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-district number or vendor ID: 031-912					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
5				\$			
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval: To support SBCISD PCT in their respective projects as campus have limited budgets for councils, parent nights etc..						\$ 4,216	\$ 4,216
Grand total:						\$ 4,216	\$ 4,216

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-district number or vendor ID: 031-912		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)		
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$ 1,256	\$ 1,256
	Specify purpose: Support of College Readiness spearheaded by campus PCT teams		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		
6490	Indemnification compensation for loss or damage		
6490	Advisory council/committee travel or other expenses		
6499	Membership dues in civic or community organizations (not allowable for university applicants)		
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			
Remaining 6400—Other operating costs that do not require specific approval: Travel for teachers to go to state conference and supplies for Parent Engagement		\$5,134	\$5,134
Grand total:		\$6,390	\$6,390

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-district number or vendor ID: 031-912			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX/15XX—Technology hardware, capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX—Technology software, capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX—Equipment, furniture, or vehicles					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$0	\$0
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 031-912			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment: 11,160			Met Standard		
Category	Number	Percentage	Category	Percentage	
African American	10	.1%	Attendance rate	95.5%	
Hispanic	11,048	99%	Annual dropout rate (Gr 9-12)	.3%	
White	86	.8%	STAAR met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	55%	
Asian	0	0%	STAAR commended 2011 performance, all tests (sum of all grades tested)	9%	
Economically disadvantaged	9,359	83.9%	Students taking the ACT and/or SAT	59.5%	
Limited English proficient (LEP)	2,591	23.2%	Average SAT score (number value, not a percentage)	1270	
Disciplinary placements	304	2.4%	Average ACT score (number value, not a percentage)	17.7	
Comments: <i>In addition to the school needs, the community needs are greater as per the chart below. A Comprehensive PD program is needed to understand how to help students attain higher educational attainment and break the generational poverty.</i>					
POVERTY INDICATORS		TEXAS	SBCISD		
Total Hispanic Enrollment		37.5%	99%		
Limited English Proficient		16.9%	23%		
Economically Disadvantaged		56.7%	84%		
ESL/Bilingual		19.8%	38%		
No GED/H.S. >25yrs of age		17.6%	40.2%		
At-Risk Dropout		48.3%	59.8%		
Some College		19.7%	13.2%		
A. A. Degree		4.9%	2%		
Per Capita Income		\$12,904	\$6,335		
Family % below Poverty		17.6%	41.7%		
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	6	.8%	No degree	11.8	1.7%
Hispanic	616	86.8%	Bachelor's degree	611	86.1%
White	82	11.6%	Master's degree	87	12.3%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	207	29.2%	Avg. salary, 1-5 years exp.	\$40,544	N/A
6-10 years exp.	153	21.6%	Avg. salary, 6-10 years exp.	\$42,354	N/A
11-20 years exp.	155	21.9%	Avg. salary, 11-20 years exp.	\$45,430	N/A
Over 20 years exp.	167	23.7%	Avg. salary, over 20 years exp.	\$57,050	N/A
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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	664	763	840	886	834	857	858	879	848	814	817	840	639	621	11,160
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	664	763	840	886	834	857	858	879	848	814	817	840	639	621	11,160

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	43	39	40	40	43	43	38	33	35	37	38	36	28	21	514
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	43	39	40	40	43	43	38	33	35	37	38	36	28	21	514

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Schedule #13—Needs Assessment

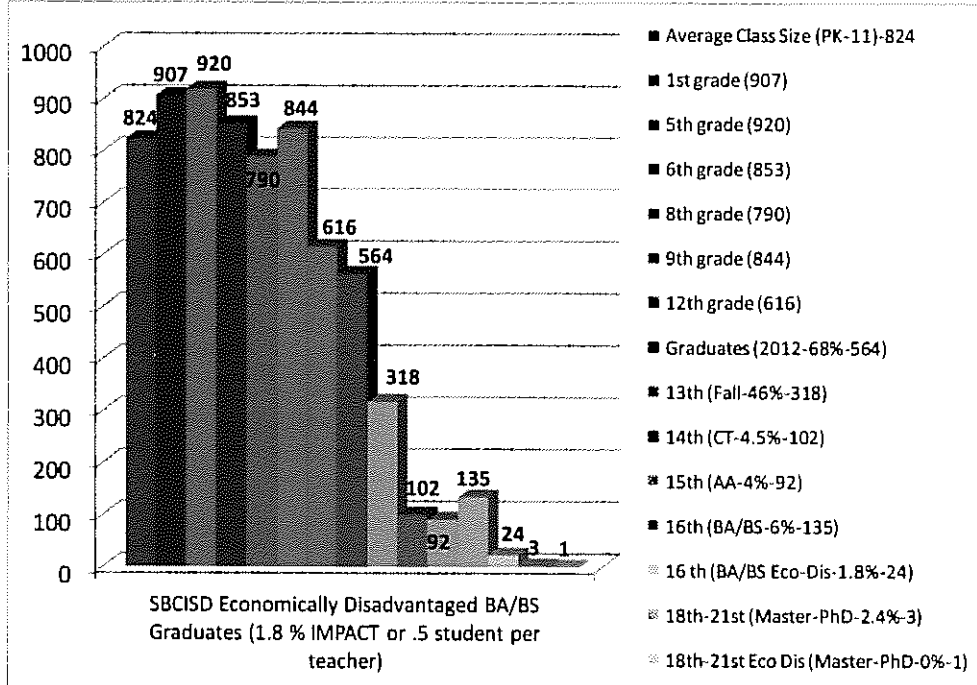
County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process.

CLASS utilized a comprehensive needs assessment process student performance on the student achievement indicators that discovered that only 1.8% of poor students graduate with a Bachelor's degree. This prioritized all CLASS design to grow teachers beyond current assessment standards and work together to improve College and career Completion. The chart on the right indicates that while 907 students enter 1st grade only 318 go to College and only 135 graduate with a Bachelor's degree of which only 24 (1.8%) represent poor students. Other appropriate measures of performance were reviewed in the process to include but not limited to multiple data, resources, reports, and Campus



Improvement Plans (CIP) indicators. The Comprehensive Needs Assessment prioritized and identified School Improvement in all 19 campuses. The district then formulated committees and teams to focus on gathering data for assigned category areas. The committees are comprised of the Superintendent, Assistant Superintendent of Curriculum and Instruction, Central Office Administrators, the principals, teachers, parents, and students along with community partners. The district will split fund staff and maximize resources by collaborating on CLASS costs with Professional Development, conferences, programs, and hardware whenever possible in an overall district plan discussed in the management section. The major prioritized areas that the process discovered are:

- Student Achievement Needs:** College Readiness for 99% Hispanic were 27% lower than white students in both Math and English. Approximately half of the students (5,500) failed some type of STAAR exam.
- School Culture and Climate Needs:** Less than 3% of poor SBHS graduate students receive a Bachelor's degree. Only 68% graduate high school while less than 6% graduate with a Bachelor's degree.
- Staff Professional Development (PD) & Instruction, Assessment Needs:** No current PD Coordinator for over 700 teachers while no strategic alignment has been made to Index 4 TEA accountability.
- Family and Community Involvement Needs:** Cameron County is one of the poorest counties in America with 100% Free and Reduced Lunch Rates and 9,425 economically disadvantaged students.
- Campus and Home Technology Needs:** 80% of homes do not have any type of Internet connection and are falling behind communities with high speed internet services as San Benito is mostly rural.
- Community Demographics Needs:** Only 48% of students stay on track to graduate high school in four years.
- Staff Quality, Recruitment, and Retention Needs:** Many non certified teachers fill core positions due to lack of teachers with little to no application of technology integration at school much less home. The amount of teachers with no degree is double the state rate as a teacher shortage is experience with the bigger districts of McAllen, Harlingen and Brownsville taking the market share of the best teachers.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	STAAR & Academic Scores	CLASS will improve student achievement with STAAR Standards (sum of All grades without TPM) includes: Reading/ELA (Grades 6-8th) to 90% passing STAAR using SES, Tablets and E-instruction programs; Improve Student Achievement in Mathematics (Grades 6-8th) from 71% to 84% passing STAAR to include a summer accelerated program for new students; Improve Student Achievement in Science (Grades 6th-8th) from 48% to 83% passing STAAR with new STEMS / NSC program; Improve Student Achievement in Writing (Grades 6th-8th) to 95% passing with C-SCOPE and Social Studies to 95% with Master Teacher and ESC workshops. Math/Science Coaches with new classroom instructional aides will help bolster higher scores with intensive teacher classroom modeling. Only 9% of students received commended performance while SAT/ACT scores are significantly lower than state averages. <i>PD will focus on actual classroom applications.</i>
2.	Data to Drive Instruction	Not all schools or teachers are using DMAC efficiently while some are not using it at all. Improve Teacher Technology Targets with STaR Chart; Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation) on PDAS for campus average of 35%; Improve Quality Professional Learning Opportunity by adding CLASS workshops; Improve Teacher attendance and Student Attendance; Improve STAAR data plan with DMAC/AEIS and achieve a school rating from Acceptable to Exemplary; Improve the use of Standardized Test Reviews; Improve Tutorials for at risk/ Low Performing students (LP) with Research based online SES tutoring with Brainfuse. <i>All teachers and principals will be required to use DMAC.</i>
3.	Teacher Career Growth	Increase comprehensive Master Teacher comprehensive PD Services for all teachers to include special education and Para professionals; Increase online and onsite PD for immediate support & intervention with PD; Increase Technology Usage with Netbooks, classroom COWS and Interactive mobile slates. Attend Quality National Conferences (Harvard Institute, Title I, Hope Foundation) for turnaround models leaders; Attend ESC1 CLASS workshops; Provide Leadership Mentoring with one on one CLASS Mentor; Target SBCISD Leadership Exceeds Competencies with SBCISD Leadership PDAS Evaluation; Provide Distributed Leadership Training Workshops and Provide a comprehensive school wide PD program such as Master Teacher to guide leader toward campus teamwork. The amount of teachers with no degree is double the state rate as a teacher shortage is experience with the bigger districts of McAllen, Harlingen and Brownsville taking the market share. <i>Early Hires and Bonuses will make CLASS competitive in the ESC Region 1.</i>
4.	Extended Learning	Align with ACE program and SES for targeting extended Learning Time with flexible block schedules for Math; Provide extra-curricular clubs with Teacher incentives; Provide Before School and summer school support for a morning lab; Provide Parent and Community evening events to engage CLASS academic and social support to include health related problems such as diabetes and obesity; Provide Technology Support with tech labs with Technology coach; Provide Saturday cultural festivity events for parents and students; Provide Adult Education to provide ESL, GED, Technology and Parenting skills. Campus have make shift after school programs as limited ACE funds are available and ending their grant cycles. Career Growth and PCT will make enrichment possible at local schools with teacher support.
5.	Parent Support	Increase parent communication with parent workshops for College and Career Completion, Cyber Space Safe Parent, bullying, gang and Teen support workshops to keep parents updated on student safety issues. Increase School Pride with new student clubs and motivational trips; Provide Field Exploratory Trips in STEMS; Provide online support for parents for student homework support; Provide Grade level College tours; Increase college mentors and male role models; Provide new College and Career Events; Provide community support with food, clothes and school supplies center. <i>CLASS will host monthly training s and create councils at all schools through PCTs.</i>

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Schedule #14—Management Plan

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	SIRC/ TAP Master Teachers Consultants	Master teacher Program with over 40 years of PD experience nation-wide will spearhead all PD training for RISD. ESC 1 Regional Trainers in Education will supplement STAAR training and specific training for area initiatives like C-Scope. Preferred education Ph.D.
2.	Professional Collaborative Teams (PCT)	American Dream Schools will help develop PCT in each school campus. The consultants will have 23 years experience with turnaround schools and college readiness. Preferred education Ph.D.
3.	Evaluation Consultants	ESC 1 will train all principals and Teacher selected for evaluations on the new PDAS. The Marzano Center with Robert J. Marzano, Ph.D. will be contracted to lead high quality evaluation training and observations. Preferred education Ph.D.
4.	Mentoring Consultants	Mentoring Corporation will help develop a strong mentoring program with fidelity, training and ongoing support for four years. Dr. Grey has extensive published experience and uses research based practices in all his work. Preferred education Ph.D.
5.	Technology Consultants	Cloft and Vision Ed will be used to help implement a stronger technology design through a community Cloud and will help develop the teaching skills necessary to launch at each campus. Preferred education Ph.D.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	CLASS will create a Tier I mentoring program for Apprentice Teachers	1. Initiate CLASS TIER I-III announcements	04/01/2014	06/31/2016
		2. Organize selection and training for Mentoring	04/01/2014	06/31/2016
		3. Create sustainability	04/01/2014	06/31/2016
		4. Budgeting system for all participating teachers	04/01/2014	06/31/2016
		5. Refinements for TIER Process	04/01/2014	06/31/2016
2.	CLASS will create a Tier II Evaluation program for teachers.	1. Develop New Evaluation Process	04/01/2014	06/31/2016
		2. Train High Performing Teachers for Evaluations	04/01/2014	06/31/2016
		3. Train High Performing Teachers for Observations	04/01/2014	06/31/2016
		4. Use Multiple Measures in Evaluation	04/01/2014	06/31/2016
		5. Connect CLASS PD to evaluations and observations	04/01/2014	06/31/2016
3.	CLASS will create a Tier III for Distinguished Teachers	1. Provide CLASS PD for Classroom Supports	04/01/2014	06/31/2016
		2. Provide CLASS PD for PCT	04/01/2014	06/31/2016
		3. Provide CLASS PD for Data Disaggregation	04/01/2014	06/31/2016
		4. Provide CLASS PD for College Readiness	04/01/2014	06/31/2016
		5. Provide CLASS PD for Campus Councils	04/01/2014	06/31/2016
4.	Supplement ISD Teacher Training through the addition of highly qualified trainers	1. Contract and schedule CLASS Trainers in PD	04/01/2014	06/31/2016
		2. Contract and schedule CLASS Trainers in PCT	04/01/2014	06/31/2016
		3. Contract and schedule CLASS Trainers in Mentoring	04/01/2014	06/31/2016
		4. Contract and schedule CLASS Trainers in Technology	04/01/2014	06/31/2016
		5. Contract and schedule CLASS Trainers in Evaluations	04/01/2014	06/31/2016
5.	CLASS will Exceed Regional Scores on STAAR on	1. New Induction System that includes Early Hires	04/01/2014	06/31/2016
		2. New Teacher CLASS Orientation	04/01/2014	06/31/2016
		3. Complete CLASS contracts for all PD Training	04/01/2014	06/31/2016

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SBCISD has in place an *Ongoing Monitoring and Continuous Improvement (OMCI) Plan* for all grants to ensure adequate monitoring of the attainment of goals and objectives to include proper adjustments when necessary. All changes in the grant pertaining to compensation, Tier changes or objectives will be communicated to administrative staff, teachers, students, parents, and members of the community via the district-wide communication tools currently in place such as phone calls, weekly newspaper updates, texting, emails, and website alerts. The overall responsibility for implementing the project's evaluation plan, at the district level, is the responsibility of the Full Time Project Coordinator (PD) who will report immediately to the Assistant Superintendent of Curriculum and Instruction. The individual understands grant timelines, amendments, and other grant protocol for proper changes. The Coordinator will work closely with an *External Evaluation Plan* for goal attainment and to ensure fidelity of implementation by removing any existing local political motivations or biased perspectives. SBCISD evaluates the effectiveness of all grants and is currently compliant on all grant reports. CLASS staff will meet daily, weekly and provide monthly reports to consider data, students, partners and timelines. CLASS will develop, support and train teachers who are striving to make improvements and ensure the proper engagement of the grant towards creating career driven high quality teachers. Continuous monitoring of each the program's facet will raise substantially the achievement of the students so as to enable the schools to make adequate yearly progress and exceed STAAR status. OMCI will provide "spot checks" at least once each week for obvious signs of difficulties, and a more in-depth review on a monthly basis. Thorough examination checks will occur primarily through systematic data collection and classroom observations. The grant coordinator will monitor PD attendance weekly and review monthly reports and will help provide continuous feedback on the quality. Yearly grant reviews will include updates, new training and budget amendments.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CLASS will involve ongoing and existing efforts by SBCISD that are similar or related to the planned project (see Chart Below) to coordinate efforts and strategic long-term plans in order to maximize effectiveness of grant funds. This ensures that the grant goals and objectives align with existing campus improvement plans and does not come in and uproot current efforts and initiatives. SBCISD ensures through weekly meetings that all project participants remain committed to the project's success and have a voice in making sure that the grant meets all perspective needs at each campus.

Coordinated Grant Areas	Sustained Elements for District	Funds
Classroom Walk-throughs w/ Reflective Practices	Trained community and campus reviewers	partners
Great Leaders, Great Teams, Great Results	CLASS leaders and campus teams	local
Using mentoring skills to improve instruction	Experienced mentors, new teacher support	local
Creating Professional Teaching & Learning Communities	School Teams, Community Support	partners
Critical Thinking K-12 Bloom's Taxonomy	CLASS Teacher effectiveness with online evaluation tools	local
PCT Teams at all 19 Campuses	CLASS teachers utilizing Cloud for both classroom and home	local
Understanding CORE TEKS/STAAR	STAAR and College Readiness Training	local
Working & Understanding Adults & Children from poverty	Adult ESL, GED, Parenting and Computer Classes	partners
Establish Partnerships with College	College readiness elements and college tours	local
Testing Accountability & Disaggregation of Data	Timely Early Warning Reviews of At Risk Students	local
Effective Use of the Data Management System	CLASS Leadership and CIP Team	local
Create School Professional Teams to Deploy Leaders	Professional Teams at each campus	local
Training teachers for grant proposals and grants	Ongoing Grant Submissions	local
Creating School Councils	Parent, Business and Community Engagement	city

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Schedule #15—Project Evaluation

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Collect Benchmarks on All Data areas to be reported	1.	Provide 100% new CLASS PD for Classroom Supports
		2.	Provide 100% new CLASS PD for PCT
		3.	Provide 100% new CLASS PD for Data Disaggregation
2.	Meet with Coordinator to discuss timelines and goals and objectives of the grant	1.	Develop New Evaluation Process
		2.	Train High Performing Teachers for Evaluations
		3.	Train High Performing Teachers for Observations
3.	Create monthly reports using rosters, attendance, budgets and weekly meetings	1.	100% New Induction System that includes Early Hires per campus
		2.	New Teacher CLASS Orientation for 100% of new teachers
		3.	New Mentoring System for 50 participating teachers
4.	Refine and troubleshoot areas that are not working as planned	1.	All Apprentice/Professional teachers will receive CLASS Training and PD
		2.	All Expert teachers will receive CLASS Training in PCT
		3.	All High Performing teachers will receive CLASS Training in Evaluations
5.	Analyze all service and activities with surveys to make sure they are effective for making desired results.	1.	Contract and schedule CLASS Trainers in Technology
		2.	Standardize 6 Phase Process for TDC
		3.	Standardize 6 Phase Process for Sustainability

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project?

CLASS will provide both a Qualitative and Quantitative Data Collection Process that includes collecting and utilizing various methodological data collection methods (i.e. surveys, interviews, focus groups, structured observations, etc.) at SBCISD to include program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. The methodology identified to collect and analyze data will be rigorous, systemic, statistical and descriptive. The following evaluation methods will be used to improve the quality of instruction and obtain continuous improvement results and help decipher the disaggregated data results that occur immediately after each grant activity. To ensure an unbiased and thorough evaluation plan, CLASS will develop objective performance measures which will include data disaggregation aligned with DMAC support and evaluation instruments, to be developed and collected monthly. Grant staff during the project's FY 1-4 phase, will capture data on variables that will inform the project on the extent to which the proposed goals have been realized. Formal project evaluation meetings will be conducted quarterly for collecting and discussing data results. DMAC Solutions consists of a suite of web-based applications developed to assist SBCISD with assessment and curriculum data needs. The analysis of data will vary by the type of rigorous data collected for the project. SPSS software will be utilized to analyze quantitative data by developing data files that comprise coding of variables that are targeted for data collection and will serve to inform the project on the extent to which its goals have been achieved during the Year 1 implementation phase and Year 2 – Year 3 refinement and continuous improvements. Various statistical procedures will be utilized using SPSS: (1) frequency distributions and descriptive statistics will be used to present summaries of data that reflect on the project's progress; (2) T-Test and Analysis of Variance (ANOVA) will be used to analyze differences, in accordance to nominal and interval-level data, between performance measures on the experimental and control groups; (2) Chi-square and other procedures such as Spearman's Rho will be used and (3) multiple regression to predict the extent to which the level of participation in the infusion of CLASS strategies in school K-12, as innovative strategies, impact academic achievement. Comparatively, qualitative data that is collected will be analyzed utilizing NVivo software for qualitative data analysis. Grant problems will be addressed to the Director and formal meetings with the Assistant Superintendent to address key concerns. Teachers will be asked to evaluate each grant training, activities and professional teams. The mentoring process will also run through an evaluation process to ensure quality results by both the mentees and mentors.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Mentoring Induction System (See Appendix A)

Mentor Program Development. The CLASS mentoring program is collaboratively developed with the full participation and agreement of district officials and the local teachers. Experience has shown that the most effective mentoring programs is when it is planned with the input of representatives of the recipients of the training. Therefore, both the mentor and mentee will agree and sign a contract agreeing to the plan before beginning the program.

Role of the mentor. Confidentiality of information obtained by the mentors in their work with their assigned mentees will be maintained, as the mentor will serve in a strictly guidance and support role. Ensuring confidentiality of the participants' interactions, helps to create a truly collegial relationship, inviting honesty, risk-taking, and self-reflection by the novice teacher about the practice of teaching. Former Mentors (Tier III) may also serve in an evaluative role relative to their assigned new teachers if this responsibility is negotiated and incorporated into the appropriate CLASS Tier III agreements. The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program will not be used for evaluating or disciplining the new teacher. The mentor will fulfill a variety of roles for the novice teacher: guide, advocate, confidante, subject expert, "critical friend", champion, and reflective partner, all of which can be considered in light of the overall goals of the mentoring program.

Mentor selection. CLASS Mentors will be selected based on mastery of pedagogical skills, content knowledge, teaching experience, interpersonal skills and a willingness to serve as a mentor. Particular consideration will be given to teachers with Tier I completion or recognized teaching excellence. CLASS seeks teachers with leadership qualities, organizational skills, experience with informal mentoring, and positive attitude toward professional growth to include self-confidence, enthusiasm for teaching, and the ability to see many different ways to accomplish a purpose or goal, as desirable in mentor candidates (NYSED, 1989).

Mentoring activities. CLASS Mentoring activities include joint lesson planning, coaching, observations, reflection activities, and curricula development around the TEKS Learning Standards. Other activities include modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team teaching, and orienting the new teacher to the school culture.

Time allocation. CLASS will allow periodic leave from class time for mentors to carry out mentoring activities to ensure that an adequate opportunity for mentoring activities takes place, including release from instructional time, release from duties, the use of superintendent conference days, and summer orientation. Teams will schedule common planning sessions, release the mentor and the new teacher from a portion of their instructional and/or non-instructional duties, and provide time for mentoring during superintendent conference days, before and after the school day, and during summer orientation sessions.

Mentoring Stipends

CLASS Plans are to develop 50 beginning teachers by employing 50 qualified tenured teacher mentors. The Stipends for mentors and mentees is based on their TIER Level (\$750-\$1,250) per semester with half on Summers tied as a bonus. In turn, the district is committing principals to oversee the beginning teacher induction and mentor grant at each of the campuses. CLASS will use grant funds to provide allowable mentoring activities to include classroom leave. Plans are to develop 50 beginning teachers by employing 50 qualified tenured teacher mentors. In turn, the district is committing principals to oversee the beginning teacher induction and mentor grant at each of the campuses. Substitute pay to fill in for release time of mentors will be a allowed and budgeted. This individual will complete all required forms and will ensure that the grant's goals and objectives are being met. CLASS will contract with Mentor Corporation and

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ESC Region One for training of the selected mentors for this grant program. The cost associated with this training includes a 2-day training. The contract with the ESC Region One (TXBESS) training will then be \$3,350 per year. Stipends for either the Mentor and Mentee will be at their appropriate Phase Levels (1-6) as per allowable budget and will be inclusive of all CLASS activities. **Training.** Mentors will learn a 6 Phase Prices (as per chart below) in order to grow teachers into successful protégés. CLASS Training for mentors includes the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, time management methodology, teacher development, knowledge of beginning teacher needs, conferencing skills, coaching techniques, reflective practice and establishing effective communication with parents and colleagues. CLASS will conduct a 2-day training for participating mentors. Mentors will be trained to employ Situational Mentoring so they can use 4 Mentoring Styles in a flexible manner to equip protégés with what the mentor knows and to empower what protégés want to do and become –as illustrated in Gray's Mentor-Protégé Relationship Model. **Observation Opportunities.** Mentees will be allowed to observe others teachers as part of their training program even teachers in other schools. A follow-up self assessment report will be made on transferring skills to their classroom. Observations will be directed for all New and Apprentice Teachers. The commitment from the mentoring program will be for one year with some teachers leading the mentoring training in the future with support from Dr. Gray's Mentoring Corporation. **Situational Mentoring** so they can use **4 Mentoring Styles** in a flexible manner to equip proteges with what the mentor knows and to empower what proteges want to do and become –as illustrated in Gray's Mentor-Protege Relationship Model below (taken from the 6-Step Mentoring PocketCard):

Gray's Mentor-Protege Relationship Model™

M	Mp	MP	mP	P
Style 1	Style 2	Style 3	Style 4	Goal is
Informational	Guiding	Collaborative	Confirming	Successful
Mentoring Style	Mentoring Style	Mentoring Style	Mentoring Style	Protege
Mentor uses 1-way communication to impart information	Mentor guides 2-way communication during interaction with Protege	M&P jointly contribute & interact with no one dominating	Mentor acknowledges & confirms Protege's ideas & feelings	Consciously Competent – aware of what to do & able to do it
<ul style="list-style-type: none"> • Self-discloses • Describes • Teaches • Explains • Arranges help • Praises • Advises • Prescribes √ P is receptive 	<ul style="list-style-type: none"> • Suggests • Persuades • Confronts • Asks Leading Questions • Probes • Coaches √ P responds to M's guidance 	<ul style="list-style-type: none"> • 2-way Dialog • Jointly make decisions & solve problems • Agree on action steps √ P contributes in major ways 	<ul style="list-style-type: none"> • Sounding Board • Clarifies • Paraphrases • Summarizes • Non-threatening • Non-judgmental • Encourages √ P proposes ideas & actions 	<ul style="list-style-type: none"> • Aware • Competent • Self-motivated • Confident • Creative • Problem-solver • Leader, mentor

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(See Appendix A for Mentoring Manual)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher Observation Rubric. The CLASS rubric is organized around six domains of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

The rubric uses a four-level rating scale with the following labels: 4 – Highly Effective; 3 – Effective; 2 – Improvement Necessary; 1 – Does Not Meet Standards

The Sample below covers only one Domain (Planning and Preparation)

A. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating: ____ Comments:

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Observation Schedule: The following CLASS observation schedule is a sample for all Elementary Schools:

Evaluation	Evaluator	Evaluated	Due for Completion 2014-15	Due for Completion 2015-16
Fall Evaluation	Principal	Teachers with <3yrs. Teachers in 1 st yr. Teachers > 3 yrs. At Principal's discretion	January	December
Spring Evaluation	Principal	Teachers with <3yrs. Non renominated	March	March
Spring Evaluation	Principal	Teachers with <3yrs. Eligible for renomination	June	June
Spring Evaluation	Mentor	Teachers with <3yrs.	June	June
Spring Evaluation	Peer	Teachers > 3 yrs.	June	June
Spring Evaluation	Principal	Teachers > 3 yrs.	June	June
Spring Evaluation	Principal	Teachers > 3 yrs. for Pay Performance	June	June

Pre-Observation Conference. The observer will provide a minimum of a 2 day notice for formal observations. The teacher will submit the Pre-Observation Conference Tool to the observer at least 24 hours prior to the pre-conference meeting. The pre-observation conference may take place in person or via electronic media such as telephone or email. The purpose of the Pre-Observation Conference is for the observer to become familiar with the lesson to be observed, including:

- ✓ Lesson objectives
- ✓ Alignment with state curriculum standards
- ✓ Assessment

The instructional strategies that the teacher is planning to implement during the lesson
Connections with past and/or future lessons

Pre-Observation Goals includes:

1. Give teachers an opportunity to demonstrate their Domain skills.
2. Give the teacher an opportunity to ask the evaluator to observe any components on which the teacher would like additional input.
3. Drive rigor into the planning and preparation process which leads to effective classroom instruction.
4. Enable Peer/Mentor Evaluators and Principals an opportunity to evaluate teacher performance on Domain 1.

Post-Observation Conference. After the classroom observation takes place, and using the Classroom Observation Summary as a guide, the observer meets face-to-face with the teacher to provide feedback. Post-observation conferences will be held within ten business days of the formal observation. The post-conference is an important part of the process because it provides an opportunity for the teacher to reflect on his/her lesson, and for the observer to share ideas, feedback, and suggestions. The Classroom Observation Summary is uploaded to the teacher's Employee Files

After the post-observation conference, the observer only shares his or her significant impressions about the observed lesson during the post-observation conference and finally reflects on observation and conference notes in order to complete the classroom observation rating.

Post-observation Goals includes:

1. Give teachers support with lesson strengths
2. Give teachers clarity on Teacher Evaluation Handbook
3. Give teacher suggestions for improvement
4. Give Teachers suggestions for different teaching approaches and strategies, or professional development.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Standards. CLASS will offer an annual process for all teachers to be formally evaluated once a year. The evaluation will have clear, rigorous expectations based on clear standards of instructional excellence that prioritize student learning. Multiple Measures will be used to consider performance, primarily the teacher's impact on student academic growth. The evaluation will utilize four to five rating levels to describe differences in teacher effectiveness. The program will give regular feedback and encourage frequent observations with constructive critical feedback. The evaluation outcomes will matter and evaluation data will be a major factor in key employment decisions about teachers. Let it be known that educational practice is to make formal observations be a productive tool for helping teachers become more effective (Hopkins, 2005).

Evaluation Process. There are three main steps to the formal evaluation process:

1. **Pre-Observation-** In order to best facilitate the observation process, the administrator and the teacher will meet sometime before the lesson occurs. They will discuss the particulars of the lesson so that both parties are very clear what will occur. The administrator will be afforded with content that will be covered and the methodology that will be used to cover it. The objective will be clear and also align with state and district goals. The dialogue that ensues is designed to bring about clarity for both parties. It is also an avenue to address the teacher's areas of concern, to which the administrator would offer helpful ideas. The more clarity achieved during this process will translate to greater gains as a result of the observation and post-observation process -- making the final write-up during the post-observation part of the process easier to perform.
2. **Observation-** During the pre-observation part of the process, the teacher and administrator discussed exactly which lesson and those strategies that will be used. This information will be at the forefront of the administrator's mind. It will become the focus of the observation. The administrator will document what actually occurs. The content that the teacher addresses and the methodologies used will be noted. The administrator will also document other issues, such as the procedures used in the classroom, how the teacher handles student questions, and whether or not district policies are upheld. The administrator will use this information to develop a post-observation write-up.
3. **Post-Observation-** Now that the administrator has documented the activities that occurred, the administrator will now begin the write-up process. The administrator will reflect on the lesson via the notes that were taken and develop a list of teacher strengths and weaknesses. Furthermore, the administrator will include suggestions for growth. These suggestions are vital for helping the teacher overcome obstacles and reaching his or her teaching potential. The final write-up is not the true goal of the process. The write-up is only a tool for helping teachers grow and it instills growth by providing both an honest and fair feedback method for the teacher.

Evaluation Rubric: Four domains will be evaluated on every teacher evaluation based on the Rubric below:

- ✓ Domain 1: Classroom Strategies and Behaviors
- ✓ Domain 2: Planning and Preparing
- ✓ Domain 3: Reflecting on Teaching
- ✓ Domain 4: Collegiality and Professionalism

Teaching Area	Assessed Items
Lesson Objectives	Alignment to rigorous standards Clarity of lesson objectives Differentiation of lesson objectives
Lesson Strategies, Activities, and Delivery	Activation of students' prior knowledge Use of strategies that are appropriate for the lesson objectives Use of activities and student work that engage students as active learners Differentiation of strategies, activities, and student work to ensure that all students sufficiently benefit from the lesson Communication of accurate, relevant content, key concepts and understandings

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	Pacing and use of class time Collaboration with co-teachers and aids
Physical Environment	Acquisition of resources and supplies needed for the lesson Classroom organization that allows for planned teacher-to-student and student-to-student interactions. Appropriate accommodations for special needs students
Classroom Management and Leadership	Classroom rules, expectations and procedures that minimize down time, maintain student discipline/behavior, and maximize student engagement in the material Reinforcement of positive behavior; redirection of off-task conversations; correction of disruptive behaviors Reinforcement of school-wide norms and use of school-wide routines Modeling of honesty, integrity and personal responsibility
Student Engagement and Real-Time Assessment	Students' active participation in the learning process Students' perseverance and persistence through material; students' resilience Students' timely completion of assignments (out of class and in class) Assessment of students' understanding using real-time techniques that align to lesson objectives (e.g., Checks for Understandings) Identification and correction of common misunderstandings Movement of students to the rigorous levels of understanding required by the lesson objectives
End-of-Class Assessment and Student Mastery of Objectives	Assessment of students' mastery at the end of the lesson (e.g., exit slips) to confirm mastery of lesson objectives Evidence that students have mastered the lesson objectives such that they remain on track for the unit plan

Evaluation Details. The following steps will be taken in order to give each teacher a fair evaluation contingent on the tenure and policy of the ISD. All conferences will take 30-45 minutes in length and will occur during the teachers conference period.

1. **Goal Setting Conference:** Ideally in September, and at least by Oct. 31st, the administrator will meet with every teacher to jointly set goals for the school year. Teachers will also develop areas of focus for their own teaching. The pair will develop a teacher development plan for the year that discusses how, what, when, and who will provide development opportunities for the teacher.
2. **Professional Interaction and Data Gathering:** Throughout the year, Administrator will regularly visit the classroom of every teacher and provide on-going situational feedback about what they observed. Administrator will provide teachers with feedback, in whatever format is most convenient and conducive to the professional relationship.
3. **Mid-year Conference:** Ideally by the end of January, and at least by March 1st, a mid-year conference between the administrator and teacher will occur. To encourage self-reflection, teachers are encouraged to complete the Teacher Evaluation and Development Conference Form as a reflection tool. During the mid-year conference, the administrator and the teacher will review the student learning goals set in the early fall and discuss progress towards accomplishing these goals, for both students and teacher. The evaluation will discuss the teacher's instructional practice and professional values, based on the appropriate performance continuum. They will reassess the teacher's area of professional focus and development plan, making adjustments as needed. During the mid-year conference, administrators will inform teachers of the range of ratings they are likely to receive, based on the current data and collegial conversations that have occurred prior to the mid-year conference.
4. **End of Year Conference:** Before the end of the school year, an End of Year conference evaluation will occur. In this conference, the evaluation will review the final student learning results for students in the teacher's class(es), and the teacher's summative level of performance. Teachers will self-assess and provide copies to the administrator and is encouraged to provide copies of their final feedback to their mentor teacher in advance of the meeting. The evaluation requires standardized test data to complete the evaluation of a teacher's performance (e.g. standardized test scores), then the end of year rating will be considered tentative pending the growth scores of the standardized tests. A final summative rating would be confirmed in the goal setting conference the next year.

(See Appendix D for Full Instrument)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Collaboration Opportunities. CLASS will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies to include the following areas of school success. Dr. C. M. Cash Elementary used the PCT strategies to become a candidate as a Blue Ribbon school which will be a historical achievement if awarded (*See Appendix C for PCT sample work at Dr. Cash Elementary*). Teachers will be included in helping develop and increase teacher and school leader effectiveness to include the use of rigorous, transparent, and equitable evaluation systems for teachers that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates. The evaluation system will be designed and developed with teacher and principal involvement. CLASS will also help identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates; Teachers will help provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served and differentiated instruction that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school strategies. CLASS will also implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. Teachers will help design Comprehensive instructional reform strategies that use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and that promotes the continuous use of student data such formative, interim, and summative assessments to inform and differentiate instruction in order to meet the academic needs of individual students. CLASS will help increase learning time and creating community-oriented schools and will establish schedules and strategies that provide increased learning time; and provide ongoing mechanisms for family and community engagement. CLASS Professional Teams will help provide operational flexibility and sustained support to give the school sufficient operational flexibility such as staffing, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and designated external consultants.

TIER I—New Novice or Apprentice Teachers preferably under 5 years of teaching experience will be required to meet with other teachers concerning state testing standards, classroom management skills, parent engagement, team participants. The Professional Development Teams will suggest appropriate additional PD for both online and conferences that new teachers can apply as a mentee. Tier I teachers will not be required to lead but participate in Professional Development Teams that occur during teacher planning meetings once a month. They will be given assignments and tasks to complete for the team. The Teams will target Parents, Test Scores, School Awards, Grants, Community Engagement, Technology Integration and College and Career Completion.

TIER II— Expert Teachers with over 5 years of teaching experience will be required to complete a more intense leadership and mentoring program to help the campus meet accountability standards. Teachers will be trained with Dept leadership, disaggregation and use of Data, Leading a Professional Collaborative Team and mentor training to train new teachers per year. Tier II teachers will encounter especially difficult situations and will receive different kinds of mentoring assistance to handle it. Difficult situations such as: solving a critical problem (e.g., establishing classroom management practices) or making a major transformation (e.g., becoming a Professional). Dr. Gray will train mentors to use his 6-TIER Mentoring Process so mentors avoid two kinds of ineffective assistance: telling proteges what to do or expecting them to figure out what to do when they cannot.

TIER III— Distinguished Teachers with over 5 years of teaching experience will be given higher level leadership in their respective campus and district. Teachers will execute mentor training, enhance pedagogical campus improvements, write grants for school and will perform multiple observations of teachers while assembling councils such as colleges, parents, businesses and communities. Lead teachers will be prepared for Instructional Coaching, Assistant Principals,

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Administrators, Parent Facilitators, and Community Liasons so that the school has many more leadership in key critical deficiencies such as low parental engagement, lack of resources, exposure to higher education, business partnerships, and limited instructional supports.

Accommodations for Pedagogical Strategies. CLASS will extend or restructure the school day (126 Hours estimated) so as to add time for such strategies as advisory periods (Summer Planning) that build relationships between students, faculty, and other school staff. CLASS will Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. *More importantly do the small things that make big impact such as caring for students.* Currently, The teacher conference period is being used monthly to organize and develop Professional Development Teams with the support and assistance of an external consultant. These teams will help build supplemental leadership in making positive changes for all stakeholders. One teacher alone cannot address all students' achievement issues. Monitoring and intervening with at-risk kids must be a school-wide process specifically when your dealing with severe poverty issues in the home. CLASS will take the following steps to ensure that accommodations are made for new pedagogical strategies:

- ✓ Chart student performance and disaggregate this data by subgroups and individuals.
- ✓ Keeping in mind high learning standards to determine which content to spend the most time on. Bloom (1976) found that the amount of time devoted to a content area makes a substantial difference in how well students learn that content.
- ✓ Set up a collaborative process for teachers to discuss learning standards and make these determinations.
- ✓ Plan to use the instructional strategies that have the highest payoff for the amount of time needed on the activity.
- ✓ Use rubrics and benchmark tests to identify how well students are mastering standards; discuss the results.
- ✓ Identify learning gaps and choose appropriate interventions.
- ✓ Interventions can include scheduling extra instruction time, providing a supportive relationship, and helping students use mental models.
- ✓ Schedule these activities on the school calendar regularly and gaining support from extended learning.
- ✓ Daily 45 minute collaboration period
- ✓ Meet with literacy and math coaches twice a week
- ✓ Meet with administrators three times a week
- ✓ Review student work and data
- ✓ Share best practices tied to instructional focus
- ✓ Develop differentiation strategies
- ✓ Each meeting is led by a content area coach or administrator
- ✓ Phys. ed teachers to provide phys. ed for students while grade level teachers meet
- ✓ Grade level meetings with common agenda
- ✓ Teams fill out notes template after each meeting Structure
- ✓ Administrators and coaches collect notes to monitor effectiveness
- ✓ School leadership continually communicates commitment to increasing consistency and strengthening teacher relationships
- ✓ Work collaboratively with teacher leaders and trainers to produce councils, grants and other supportive services

(See Appendix C for PCT Teacher Reports)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Professional Development Planning. CLASS will utilize the input and expertise of the principals, dept heads, dean of instruction, counselors and district wide evaluators to take steps in planning and providing the developmental activities and opportunities with the school year that most meet the needs rising from teacher evaluation results. The following are the key training needs that each group discovered and was planned for each Spring. There is a complete new training calendar for each semester and summer. The Fall 2013 Calendar (*sample*) and will be updated with the use of CLASS and can be found in **Appendix B**.

For Principals / Assistant Principals:

- A. INOVA Follow-Up Training with Principals & Key Leaders (9/23/13)
- B. Scholastic Reading Inventory (SRI) & Scholastic Math Inventory (SMI) for Principals (9/5/13)
- C. Sexual Harassment Training & Emergency Management Plan & the ICU Program & The Importance of Documentation for Assistant Principals (9/4/13 & 11/6/13)
- D. 504 Training for Assistant Principals & 504 Coordinators (9/24/13)

For New Teachers:

- A. Professional Development Appraisal System (PDAS) (9/21/13 & 10/5/13)
- B. New Teacher Training (9/4/13)
- C. Curriculum Process for New Teachers: The TEKS Resource System (9/16/13 or 9/30/13)
- D. Thinking Maps Day 1 Overview (9/7/13)
- E. Self-Paced Project Share Courses

For Mathematics:

- A. Elementary Math Thinking Maps (9/21/13 - 2 sessions)
- B. Building Academic Vocabulary with High School Math (9/17/13)
- C. Elementary- Revised Math TEKS (10/19/13); Middle School- Revised Math TEKS (10/26/13)
- D. Math 180 Follow Up Training (TBD)
- E. Foldables for Elementary Math (10/12/13)
- F. Self-Paced Project Share Courses

For Science:

- A. Elementary Science Thinking Maps (10/19/13 - 2 sessions)
- B. Building Academic Vocabulary with High School Science (9/18/13)/ Elementary Science (11/2/13)
- C. Thinking Maps Text Features Workshop with SBHS Science (10/23/13)
- D. Foldables for Elementary Science (11/2/13)
- E. Self-Paced Project Share Courses
- F. Social Studies
- G. Building Academic Vocabulary with High School Social Studies (9/25/13)
- H. Thinking Maps Follow-up with SBHS Social Studies (10/24/13)
- I. Self-Paced Project Share Courses

For ELAR:

- A. Thinking Maps Follow-up with SBHS ELAR (10/21/13 & 10/22/13)
- B. Building Academic Vocabulary with High School ELAR (9/24/13)
- C. Saxon Phonics and Spelling (9/21/13)
- D. Avoiding the Pitfalls (STAAR Narrative & Expository) for Grades 3-8 (10/12/13)
- E. Writing Across the Curriculum for Grades 6-12 (10-26-13)
- F. Virtual Reading Coach Trainings (9/11/13 or 9/12/13)
- G. Figure 19/Inferences/TEKS Training with English I Teachers (TBD)
- H. Self-Paced Project Share Courses

For Bilingual:

- A. LPAC (9/7/13, 9/21/13, 10/26/13) for Administrators (9/9/13)
- B. ELPS Flip Book (10/5/13, 10/19/13, 10/26/13)

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C. Esperanza (9/13/13/ & 9/14/13)

D. Working with English Language Learners: a Transition into English (WELLS) (9/27/13 & 9/28/13)

For Instructional Technology:

A. TxEIS Gradebook (9/5/13, 9/18/13)

B. Technology Performance Assessment (TPA) (8/31/13, 9/28/13)

C. DMAC (9/17/13)

D. Blackboard Connect (9/26/13, 10/15/13)

E. Top 10 Web 2.0 Tools (10/1/13, 10/17/13)

F. Microsoft Office (10/5/13)

G. Camtasia Relay & Animoto (10/8/13)

H. iBook Author (10/19/13)

I. Self-Paced Project Share Courses

(See Appendix B for full Training Calendar)

CLASS Professional Development. Principals tie all PD to classroom observations and formal evaluation results as well as both formal and informal student assessment data. The key focus is the following goals:

- The use of rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.
- The development and increase in teacher and school leader effectiveness and to identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates
- To identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so but give staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school with differentiated instruction that is aligned with the school's comprehensive instructional program.
- Designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school strategies; and Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students.
- Comprehensive instructional strategies that use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards in order to promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- Increase learning time and creating community-oriented schools that establish schedules and strategies that provide increased learning time and provide ongoing mechanisms for family and community engagement.
- Providing operational flexibility and sustained support to give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
- Ensure that the school receives ongoing, intensive technical assistance and related in order to provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students.
- Institute a system for measuring changes in instructional practices resulting from professional development to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
- Implement a school wide "response-to-intervention" model; Provide additional supports and professional development to teachers to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to mastery academic.
- Use and integrate technology-based supports and interventions as part of the instructional program; and Increase rigor by offering opportunities for students to enroll in advanced coursework especially those that incorporate rigorous and relevant project or thematic learning academies that prepare students for college and careers.
- Increase graduation rates through, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; and Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school that meet students' social, emotional, and health needs.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Compensation Plan. The CLASS strategic compensation plan differentiates teacher compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. CLASS will not become a DATE, TEEG, GEEG or any other type of financial award system based on testing scoring or passing scores on testing but will become motivational bonus incentives in three manners:

1. **Individual**-Teachers will receive bonus funds if they make exceptional evaluation scores from their respective principal on their Final performance on PDAS.
2. **Team**-Their respective assigned Professional Development Team met their respective goals and objectives for their team as per the contract set forth by the principal and the Team.
3. **Campus**-All members of the campus will receive their bonus pay if they make Exemplary Ranking for their respective school.

Winning under the CLASS Compensation Schedule is about achieving gains one way or another and is meant to be unifying with set values so that strife is not created among teachers but that team work is enforced for a positive campus experience that cheers each other onto overall better teaching solutions so everyone wins.

**Summer Funds-Funding will also be released from available summer funds for each phase so that teachers will not be required to attend any summer activities to earn strategic compensation or for other Strategic Compensation to recruit or retain high quality teachers.*

The following chart outlines the major areas of skill sets that teachers will master in order to progress from TIERI-III.

Teacher Recruitment Compensation for shortage needs and limited market supply of high quality teachers in ESC 1

- ✓ Use funds for recruitment bonus of hard to fill CORE Teachers (STEMS)
- ✓ Target high performing students for BEST Teacher Preparation Programs

Academic Performance Compensation for Improved Academics

- ✓ Use new technology, tutorials and PD to improve Student Achievement
- ✓ Use C-Scope Classroom Modules and PD to improve Student Achievement
- ✓ Use new Science Labs, C&I to Improve Student Achievement
- ✓ Use new technology, tutorials and C&I supplies to improve Student Achievement

Use of Quality Data to Drive Instruction for Improved STAAR Scores and Student Academic Performance

- ✓ Provide Data Disaggregation and Item Analysis Training
- ✓ Use data to plot progress
- ✓ Self-Assessment of Progress
- ✓ Improve STAAR data plan
- ✓ Report performance by demographics
- ✓ Use high quality data disaggregation to make curriculum decisions to improve outcomes
- ✓ Use Instant Assessment Tools and software
- ✓ Improve use of Standardized test reviews
- ✓ Improve Teacher Technology Targets
- ✓ Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation)
- ✓ Improve Quality Professional Learning Opportunity plus online support
- ✓ Improve Teacher and Student Attendance
- ✓ Improve commended performance data plan and TEA accountability rating
- ✓ Improve Tutorials for at risk/ Low Performing students (LP)

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Increase Leadership Effectiveness for college readiness and pedagogical growth	
✓ Attend National Conferences for turnaround models	
✓ Participate in summer curriculum vertical alignment	
✓ C Scope End of Course STAAR test training	
✓ Attend Target Distributive Leadership Training	
✓ Establish Common planning periods	
✓ Attend CLASS workshops for core areas	
✓ Attend ESC1 workshops for assessment strategies.	
✓ Provide Onsite Leadership Principal Mentoring	
✓ Improve Employee Evaluation	
✓ Provide Distributed Leadership Training Workshops	
Increase Learning Time for improved academics	
✓ Add time before and after school to extend learning day	
✓ Implement tutoring as a requirement for students who are at risk of failing	
✓ Incentives for group performance in afterschool tutoring activities	
✓ Involve parents in their children's academics with home visit events and report card dinners.	
✓ Cooperative learning	
✓ Provide enrichment personnel to support ASP	
✓ Provide Before School and summer school support	
✓ Provide Parent and Community evening events to engage CLASS academic support	
✓ Provide Technology Support with After School PD tech labs for teachers	
✓ Provide Saturday events for PD, Parents and students	
✓ Provide ADULT education courses	
Improve Teacher Quality for improved academics and pedagogical growth	
✓ Administration/Community Walk-through	
✓ Increase specific PD CLASS Services as outlined in design	
✓ Increase Technology Integration	
✓ Offer sign on bonus and performance incentives	
✓ Observe other highly qualified teachers in classroom	
✓ Region One workshops	
✓ Increased opportunities for promotion and career growth	
✓ Increase Online PD for immediate support & intervention	
✓ Increase CLASS Special Education Teachers through Inclusion PD now	
✓ Increase Para Educator PD through online Para Educator Learning Network with awards as	
Other for overall campus and community improvements	
✓ Increase Campus Cultural Enhancement Festivals for Parents and Community	
✓ Provide College Readiness Events	
✓ Create Health Awareness clinics for families for diabetes, cholesterol, heart disease and obesity	
✓ Create Community Center for food bank, clothing and shoes for kids through community partners	
✓ Provide families with workshops on predators and crime influences	
✓ Provide motivational speakers for students to promote good health and well being	
✓ Provide Community Service Learning Opportunities	

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher Recruitment. In addition to retirements, SBCISD staffing difficulties are associated with competing salaries, student discipline, student motivation, and in high poverty schools, lack of opportunities for advancement and environments perceived as unsafe. Further complicating the matter of teacher supply and demand are factors such as the reduction in class sizes, a federal requirement for "highly qualified" teachers, the trend toward reduced teacher autonomy, and the pressures associated with high-stakes testing. To more successfully recruit effective educators for all students, districts must actively and strategically market their strengths (e.g., attractive compensation packages or working conditions), develop high and unyielding standards for the identification and selection of candidates, and aggressively reach out to all possible candidate pools when recruiting for difficult-to-staff positions (Guarino, Santibanez, & Daley, 2006; Simmons et al., 2007; Spradlin & Prendergast, 2006). An information-rich recruitment and hiring process allows employers and applicants to collect detailed information over time through interviews and exchanges, so as to form accurate impressions of one another. This enhance the likelihood that both the employer and teachers' expectations will be met, thereby minimizing the risk of premature attrition (Liu & Johnson, 2003).

Recruitment Steps. CLASS Recruitment steps include but not limited to the following 10 practices:

1. Identify the characteristics of the district and its schools that are attractive to teachers and seek to both market and build upon them to recruit new staff
2. Identify schools within the district that have challenges in teacher recruitment
3. Establish recruitment goals in terms of teacher quality and quantity for the district as a whole.
4. Establish recruitment goals in terms of teacher quality and quantity for high poverty and high minority schools to ensure that students in those schools do not have unequal access to high-quality teachers.
5. Develop and sustain partnerships with universities and community colleges that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas, such as teachers of students with disabilities and English language learners.
6. Create programs to recruit former teachers, including those recently retired, and ensure that policies related to teacher retirement do not prohibit these actions.
7. Establish "grow-your-own" programs to recruit future educators from the pool of current high school students, paraprofessionals, teacher aides, and community members
8. Provide financial incentives (e.g., salary increases, bonuses, housing assistance, etc.) for educators willing to work in high-need schools or subject areas. This strategy might include incentives for general education teachers to switch to special education, teaching English language learners, or becoming certified in other high-need subjects.
9. Alter hiring procedures and budget timelines to ensure that the appropriate number and types of teachers can be recruited and hired before they seek employment elsewhere.
10. Offering incentives or bonus dollars to new teachers in hopes of attracting an early decision to join the local schools prior to the large cities offering higher salaries.

Early Hiring Practices. CLASS will place the following early hiring practices to attract high quality teachers and helps give concrete evidence used to determine the quality of the recruiting applicant, of the education preparation program that they attended, and of previous teaching experience if any.

1. **Teacher Recruitment.**

- SBCISD offers top teacher salaries which helps build strong and consistent recruits.
- SBCISD targets Colleges of Education at four-year institutions of higher education to establish collaborative programs with community colleges to recruit new teachers.
- SBCISD works with local Colleges of Education to establish programs to encourage high school students to consider careers as teachers.

2. **Teacher Preparation.**

- SBCISD will recruit from Colleges of Education that seek to develop training programs that reflect complex models of teacher quality. Research clearly shows that teaching cannot be reduced to a few indicators of quality that transcend all situational variations.

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- SBCISD will recruit Colleges of Education that seek to develop programs that will ease the transition from the lecture hall to the classroom. Such programs might well include beginning teacher induction programs that match new teachers with experienced ones.

3. Teacher Retention.

Colleges of Education should, in collaboration with school districts, develop programs to improve the retention of existing teachers. Reducing turnover of existing teachers would greatly reduce the difficulties in finding new teachers. In the short term, this may be the single most effective strategy for reducing the need for new teachers.

Evidence Indicators to determine Teacher Quality. The difference in education quality relates to the quality of the teacher. Research has found teacher quality to be a key determinant of student success. How good teaching reveals itself, though, is a matter of considerable controversy. A number of CLASS indicators will be used to recruit high teacher quality:

- ✓ Highest degree held
- ✓ Highest degree held in field of teaching assignment,
- ✓ Content knowledge (usually indicated by degrees, but occasionally via test scores),
- ✓ Willingness to participate in ongoing professional development,
- ✓ Competitiveness or prestige of college attended,
- ✓ Certification(s) by state,
- ✓ Certification by the National Board of Professional Teaching Standards,
- ✓ Passage of state or national test such as the National Teachers Examination or Praxis,
- ✓ Verbal ability,
- ✓ Grade point average,
- ✓ Rank in graduating class,
- ✓ Peer and/or principal evaluations,
- ✓ Student performance,
- ✓ Value added—a specific variant of student performance (the increased achievement attained by students of a particular teacher, usually in the form of standardized test scores),
- ✓ Ratings from interviews.

Teacher Induction. CLASS teachers will learn more in teacher networks and study groups than with mentoring; in professional development programs that are longer, sustained, and intensive than shorter ones; when there is collective participation; and when they perceive teacher learning and development as part of the coherent professional development program (Kwang 2001) Therefore, CLASS will have a successful induction program that will:

- ✓ Have networks that create learning communities
- ✓ Treat every colleague as a potential valuable contributor
- ✓ Turn ownership of learning over to the learners in study groups
- ✓ Create learning communities where everyone, new teachers as well as veteran teachers, gains knowledge
- ✓ Demonstrate that quality teaching becomes not just an individual responsibility, but a group responsibility as well.

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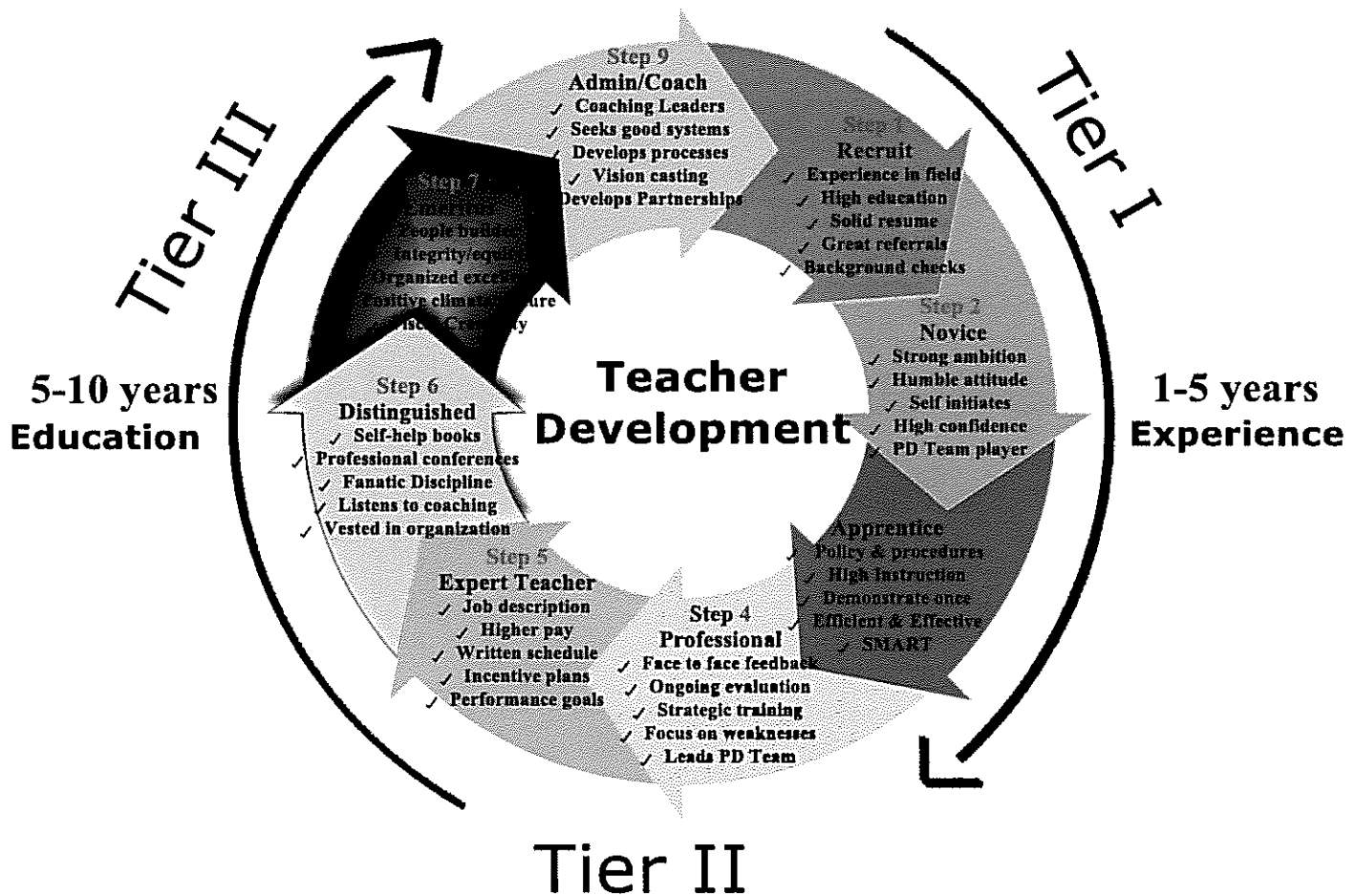
Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple Career Pathways. The multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators is broken down by each Tier and the 9 Step Process created by the CLASS Teacher Academy and Professional Development diagram below.



Professional Collaborative Teams (PCT). All participating teachers will need to participate in an assigned or selected Professional Collaborative Teams in order to deploy campus projects and organized leadership so that productive goals and measurements can be accomplished on a semester basis. A contract will be signed by the supervising principal to establish benchmarks, semester goals and team members. The principal and contracted trainers will help training the teams toward achieving their respective goals by organizing them online for data entry, setting specific meeting times, having clear agendas at meetings and post all materials through the online portal for all team members and supervisors to view the work. There will be a focus on 10 Teams: Parent Engagement, College and Career Completion, Business

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Support, Technology Projects, College Tours, Campus Academic Goals, Campus Improvements (Site), Community Partnerships, Extended Learning and Enrichment, Home Visits.

San Benito CISD Teacher Development Plan Project CLASS-Classroom Leadership for School Success			
	Teachers	Requirements	Career Growth and Pay
Tier I	Recruits	<ul style="list-style-type: none"> ✓ Must submit contract and goals ✓ Selected by Campus Principals ✓ High qualified college applicant ✓ High needs area in STEMS ✓ Teaching Assistant with +5 yrs. 	Job growth in Teaching \$1,250 per year
	New Teachers	<ul style="list-style-type: none"> ✓ Must submit contract and goals ✓ Selected by Campus Principals ✓ Less than 5 years of experience ✓ Participate in assigned Professional Collaborative Team (PCT) ✓ Become a Mentee ✓ Submit to Teacher Observations ✓ Apply DMAC Training ✓ Apply all PD 	Job Growth as Lead Teacher \$ 1,875 per year
Tier II	Professional Teachers	<ul style="list-style-type: none"> ✓ Must submit contract and goals ✓ Selected by Campus Principals ✓ More than 5 years of experience ✓ Lead Assigned PCT ✓ Pursue Master Education ✓ Support Campus Enrichment ✓ Apply Conference Practices 	Job Growth as PD Consultant \$ 2,500 per year
	High Performing Teachers	<ul style="list-style-type: none"> ✓ Must submit contract and goals ✓ Selected by Campus Principals ✓ More than 5 years of experience ✓ Lead Chosen PCT ✓ Pursue Master Education ✓ Become a Mentor 	Job Growth as Instructional Coach, PD Consultant, Assistant Principal, Counselor \$ 3,125 per year
Tier III	Master Teachers	<ul style="list-style-type: none"> ✓ Must submit contract and goals ✓ Selected by Campus Principals ✓ More than 10 years of experience ✓ Lead Chosen PD/PCT ✓ Pursue Master Education ✓ Perform Teacher Evaluations and observations 	Job Growth as Instructional Coach, PD Consultant, Assist. Principal, Counselor, ESC Trainer \$ 3,750 per year
	Professors	<ul style="list-style-type: none"> ✓ Must submit contract and goals ✓ Selected by Campus Principals ✓ More than 10 years of experience ✓ Pursue Administration ✓ Perform Council Development ✓ Support Campus Funding 	Job Growth as Instructional Coach, PD Consultant, Assistant Principal, Counselor, ESC Trainer, Director of Special Populations, Grant Writer \$ 4,375 per year
*Strategic Compensation for bonuses is allocated for high performing individuals, teams and schools			

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Self Assessment. To design CLASS, the District Improvement Team (DIT) met to discuss grant objectives. SBCISD Interim Superintendent Ismael Cantu, Assistant Superintendent, Ms. Celeste Sanchez, and campus principals to begin preparing to apply for the funding. Select members of the Site-based committee and campus personnel attended an overview presentation.

Educational Attainment Population 25 years and over			
	San Benito	TX	US
Less than 9 th grade	33.0%	11.5%	6.4%
9 th -12 th grade, no diploma	13.6%	12.9%	9.1%
High School or GED	26.1%	24.8%	29.3%
Associate's Degree	5.9%	5.2%	7.4%
Bachelor's Degree	5.7%	15.6%	17.4%
Graduate or Professional Degree	2.8%	7.6%	10.1%
% high school graduate or higher	61.9%	75.7%	84.6%
% Bachelor's Degree or Higher	8.4%	23.2%	27.5%

The next steps for the District were to collect data and revisit their Comprehensive Needs Assessment to assess their district needs. A communication plan was created and stakeholders were engaged to solicit feedback and input. The assessment of need took into consideration the needs of the district in relation to the educational needs of the campus factoring in the cultural and social needs as well. The City of San Benito at the tip of Texas is 10 minutes from the Mexican border alongside the Rio Grande River. Its primarily Hispanic population is at 24,833 (2005-2009 American Community Survey). A third of the population has less than a 9th grade education and about 46% of the population has less than a high school diploma; 14.4% have an Associate's Degree or higher and 77.4% of the population speak Spanish at home. A relatively young population with a median age of 31.9 compared to US at 36.5, a little more than half of the people in San Benito (53.1%) are in the labor force and 11% are unemployed and actively looking for work. A large number of the working population, about 73%, commutes 20 minutes one-way to their jobs. According to the U.S. Census 2005-2009 ACS, the household median income is \$29,735 with a per capita of \$11,709 and 28.1% of the families live in poverty. The District is cognizant of the fact that with the changing economy, technology, and changing face of America's workforce challenges an LEA of fine-tuning teaching and learning effectively. For that reason, a great amount of money has also been poured into figuring out what America's children need to be able to complete in today's global economy and in a "flat world" workforce. School reform initiatives are designed to generate concrete information about good educational and pedagogical practice and have been piloted as demonstration projects for at least 15 years.

As for teacher education reform initiatives, policymakers have also become increasingly aware of our need for true highly qualified teachers, school support personnel, and administrators who can effectively prepare students with diverse learning needs necessary to succeed in the

Economic Characteristics			
Characteristic	San Benito	TX	US
In labor force	53.1%	63.6%	65%
Unemployment Rate (April 2011)*	11%	7.7%	8.7%
Median household income	\$29,735	\$39,927	\$51,425
Per Capita Income	\$11,709	\$19,617	\$27,041
Families below poverty level	28.1%	12%	9.9%
Individuals living in poverty	44.7%	15.4%	13.5%

Source: U.S. Census Bureau, 2005-2009 ACS*Texas Labor Market Review, May 2011

21st Century. This has led to restructuring of beginner educators' training and continued professional development for administrators, beginning teachers and veterans alike. SBCISD is prepared to follow the model most suited for SBCISD Schools which is 2013 Accountability Rating: Academically Acceptable. Based on these needs, clearly SBCISD will be challenged to fulfill its intended PD purpose of supporting School campuses. The No Child Left Behind Act mandates longitudinal review of data, therefore, documents were reviewed from 2008-09 to present. Selecting proper PD to the identified needs of the district required conducting a Comprehensive Needs Assessment, analyzing campus needs and evaluating the probability of success. The committee conducted an analysis of student data to identify and address problems in instruction, implementing parental involvement requirements, implementing professional development requirements, and implementing the responsibilities of the campus and District under the District Improvement Plan; identifying and implementing professional development, instructional strategies, and methods of instruction that are scientifically research based; and revising the campus budget so the campus's resources are more effectively allocated.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Induction and Mentoring		Yearly Timeline
✓ Improve Teacher Recruitment Targets specifically hard to fill STEMS areas		Summer 2014-15
✓ Use IHE's Partnerships in Teacher Prep Programs to Improve Teacher Selection		Summer 2014-15
✓ Provide Data Disaggregation Training for Mentors		Summer 2014-15
✓ Mentoring Self-Assessment of Progress		Summer 2014-15
✓ Provide Mentoring Training		Summer 2014-15
✓ Improve use of Standardized test reviews (DMAC) with new Teachers		Summer 2014-15
✓ Use new trained mentors to improve Student Achievement		Summer 2014-15
✓ Improve Quality Professional Learning Opportunity plus online support		Summer 2014-15
✓ Finalize all Tier Level Compensation contracts and for all Teachers		Summer 2014-15
✓ Use Mentor/Mentee data to plot progress		Summer 2014-15
✓ Offer sign on bonus and performance incentives		Summer 2014-15
Evaluation and Observations		
✓ Use CLASS data disaggregation to make evaluation and PD decisions		Fall/Spring 2014-15
✓ Participate in summer training for CLASS Observations and Evaluations		Summers 2014-15
✓ Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation)		Fall/Spring 2014-15
✓ Improve Teacher Evaluation Instruments with STAAR data plan		Summer 2014-15
✓ Provide Distributed Leadership Training Workshops		Fall/Spring 2014-15
✓ Add Administration/Community/Mentor Walk-throughs		Fall/Spring 2014-15
✓ Improve commended performance data plan and TEA accountability rating		Fall/Spring 2014-15
✓ Observe other highly qualified teachers in classroom		Fall/Spring 2014-15
✓ Increased opportunities for promotion and career growth		Summer 2014-15
Professional Development and Collaboration		
✓ Provide TEAM for enrichment personnel to support ASP		Fall/Spring 2014-15
✓ PD to involve parents in their children's academics with home visit dinners		Fall/Spring 2014-15
✓ Cooperative Training in Campus Professional Leadership Teams		Fall/Spring 2014-15
✓ Provide TEAM for Before School and summer school support		Fall/Spring 2014-15
✓ Provide TEAM for Parent and Community evening events to engage support		Fall/Spring 2014-15
✓ Establish Common planning periods		Fall/Spring 2014-15
✓ Increase specific PD CLASS Services as outlined in design		Fall/Spring 2014-15
✓ TEAM to Increase Technology Integration		Fall/Spring 2014-15
✓ Use new technology, tutorials and online PD to improve Student Achievement		Fall/Spring 2014-15
✓ Increase CLASS Special Education Teachers through Inclusion PD now		Fall/Spring 2014-15
✓ Increase Para Educator PD through online Para Educator Learning Network		Fall/Spring 2014-15
Strategic Compensation and Retention		
✓ Increase Teacher Enhancement Jobs		Summer 2014-15
✓ Provide Master Education		Summer 2014-15
✓ Create staff training for grant proposal and reports		Summer 2014-15
✓ Create Compensation Matrix and database to keep CLASS accounts		Summer 2014-15
✓ Provide Teacher Retention workshops for Principals		Summer 2014-15
✓ Provide CLASS Trainers		Summer 2014-15
✓ Provide Teacher Compensation Opportunities		Summer 2014-15
✓ Review CLASS Tier Levels and make adjustments as needed		Summer 2014-15

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On this date:

Via telephone/fax/email (circle as appropriate)

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dr. C. M. Cash Elementary was the first school to implement Collaborative Professional Teams in order to promote stronger community and parental engagement for eligibility for a Blue Ribbon Award. It was then that SBCISD realized that any high level school performance takes greater goals and incentives for teachers to go above and beyond. CLASS provides evidence of support from affected personnel groups like Dr. Cash for both the decision to participate in the grant program and for the general parameters of the plan. The number one blockage at SBCISD is working with a large Hispanic population (97%) who have little resources or understanding that education can be life changing as the district's economically disadvantaged (83%) and LEP (23%) demographics are much higher than the state's rate. Furthermore, the understanding that the analysis of the student's academic performance is crucial to the school's academic performance. The faculty and staff need to assemble together and a plan of analysis, discussion, synthesis and implementation needs to be formulated. The task to identify weaknesses and needs, target desired outcomes, remodel and reconstruct instructional strategies that will renew academic success is challenging for any teacher. Assistance needs to come from partnership stakeholders to include community, businesses, administration, parents, faculty and staff. Stakeholders can provide feedback in councils, sponsorships to competitions, motivational speakers and donations for much needed student school supplies. Teachers need to know how to correlate data and target instruction to demonstrated weaknesses in order to stay current to state changes in academic performance measures. Staff needs to maximize any available technology to facilitate and target specific student needs. SBCISD is trying to provide an innovative one-to-one solution that bypasses the need for an Internet home connection, which is not available in approximately 80% of our student's homes. Empowering the faculty and staff to create a pathway for success regardless of any challenges or obstacles is no longer optional in working with such a large amount of economically disadvantaged students. Once Professional Teams are set free to exercise and deliver instruction in an innovative and creative way whereby their ideas, opinions, thoughts and feelings mattered, true CLASS reconstruction can transform any **Acceptable** designation into a sustained **Exemplary** rating. SBCISD is also now focusing on assisting feeder secondary schools with STAAR Index IV (College and Career Readiness) as they expose all Elementary students to Higher Education with college tours, mentors and monthly parent trainings.

TEA Program Requirement 4: Indicate, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SBCISD's participation in the EEIP grant proposal will be district-wide, meaning all campuses in the district will participate. The campuses with their respective principals are included below.

San Benito High School	Henry Sanchez
Veterans Memorial Academy	Gilbert Galvan
Berta Cabaza Middle School	Ray Saldana
Miller Jordan Middle School	Mary Alice Leal
Riverside Middle School	Joel Wood
Angela G. Leal Elementary School	Manuel Cruz
Dr. C.M. Cash Elementary School	Lupita Monsevalles
Dr. Raul Garza, Jr. Elementary School	Elsa Lambert
Ed Downs Elementary School	Nedia Lee Espinoza
Frank Roberts Elementary School	Araceli Salinas
Fred Booth Elementary School	Mary Alice Leal
Judge Oscar De La Fuente Elementary	Rolando Diaz
La Encantada Elementary School	Gracie Martinez
La Paloma Elementary School	Libby Flores
Landrum Elementary School	Aurora Mendoza
Rangerville Elementary School	Linda Molina
Sullivan Elementary School	Bobbie Hushen
Gateway to Graduation	Mary Alice Martinez
Positive Redirection Center	Rolando Guerra

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